

GRADE ONE

Families Here and Across the World

Standard 1-5: The student will demonstrate an understanding of the role of citizens in the American democracy.

1-5.1: Recognize ways that all citizens can serve the common good, including serving as public officials and participating in the election process. (P)

Taxonomy Level: A 1 Remember /Factual Knowledge

Previous/future knowledge: In Kindergarten (K-4.1 and K-4.2) students identified qualities of good citizenship, including honesty, courage, determination, individual responsibility, and patriotism. They also demonstrated good citizenship in classroom behaviors, including taking personal responsibility, cooperating and respecting others, taking turns and sharing, and working with others to solve problems.

They will be exposed to more in-depth discussions of classifying the rights of American citizens and summarizing civic responsibilities in high school. In government (USG-5.1, USG-5.2) students will classify the rights of United States citizens as personal, political, or economic and identify the significance and source of such rights and the conflicts that can arise when these rights are limited. They will summarize commonly held personal and civic responsibilities and describe their significance in maintaining a democracy; including voting, serving as a juror, obeying the law, paying taxes, and serving in the military.

It is essential for students to know that a democracy depends upon the input and participation of the citizens in a variety of ways. It is essential for students to understand why people run for public office, vote, and serve as poll workers. Students must also understand why people work for the common good of their communities and be able to give examples of opportunities to serve the public good.

It is not essential for students to know the duties and responsibilities of different public officials. Students also do not need to know specific details of the electoral process; the various types of voting machines used during elections, the methods of drawing election districts, the process of the Electoral College system, and other related details. It is also not essential for students to understand issues surrounding voting rights and conflicts over equal and fair representation.

Assessment guidelines:

Appropriate assessment requires students to *recognize* characteristics of citizenship therefore; the primary focus of assessment should be to *identify* different ways that individuals can practice their civic duties. However, appropriate assessments should also require students to *identify* individual incentives for people to serve the public good; or *illustrate* symbols or representations of civic responsibility in pictures or drawings.